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ABSTRACT

The administrative structure, organization of the faculty, and the student government at Harrisburg Area Community College (Pennsylvania) are explored in this monograph, which is the first of five studies written around the theme, "meeting the changing needs of students." Since its inception in 1964, the college has attempted to develop a comprehensive program of institutional governance and to include in its decision-making process not only the trustees, administration, and faculty, but the students and community members as well. (BB)

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MEETING THE CHANGING NEEDS OF STUDENTS: College Governance

Monograph No. 1

ED038135

Prepared by a Subcommittee of the Research and Development Committee

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PREFACE

The Harrisburg Area Community College will host a case study for the Middle States Association of Colleges and Secondary Schools in April 1970. In preparation, the faculty (through the Research and Development Committee) has elected to prepare five monographs focusing on how a new college has adapted its program to serve its students.

Recognizing that today's young people are different from previous generations, and that the Community College is a new kind of institution, the committee has chosen as a theme "Meeting the Changing Needs of Students." The five monographs are (1) College Governance, (2) Curriculum Development, (3) Variations in Methods of Instruction, (4) A Creative Approach to College Counseling, and (5) A Profile of Students.

No effort has been made to be comprehensive. Materials were selected for their interest or usefulness to others. Little self-evaluation has been written into the papers, but it has been a valuable by-product of their preparation.

Research and Development Committee

Ellen M. Jacobi, Chairman
Associate Professor, Mathematics

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Assistant Professor, Biology

Introduction

Members of the administration and faculty have prepared this monograph to show how the authority vested in the College is used to effect the College's stated purpose. Thus the reader should be able to trace the allocation and exercise of authority on the various levels, beginning with the passage of enabling legislation by the Legislature of the Commonwealth and followed by the actions of trustees, administrators, faculty, and students, as these share in the exercise of this authority.

It should be said at the outset that the various "estates" of the College community have cooperated not only to meet the immediate academic requirements of students but also to render the College increasingly sensitive to and responsive to the changing needs of students in all phases of College governance. To achieve this purpose through the efforts of its professional staff, the College has had to develop and perfect its own governmental structure. Professional members of the staff who have participated in the long-range development of the College since 1964 have been able to observe how the trustees, the administration, and the faculty have preserved the flexibility that has characterized Harrisburg Area Community College from its inception as a developing institution. As duties and responsibilities of administration, faculty, and students within the College community have been defined and coordinated, the College has been able to discharge its obligations to students with increasing efficiency. The College has sought to achieve this efficiency, however, without subordinating student interests and needs to the operating process.

To facilitate the presentation of essential data on evolving concepts of College governance, the several contributors have described herein the present, comprehensive governing structure of the College according to the following plan:

The Corporate Administrative Structure
- *The Community Advisory Committee*
- *The Legislature of the Commonwealth*
- *The Delegate Body of Supporting Districts*
- *The Board of Trustees*
- *The President*
- *The Process of Internal Decision-Making*

The Administrative Committee
The Deans
The Division Chairmen
The Faculty Organization/Council in College Governance
The Faculty Association, 1965-1966
The Accreditation of the College and College Governance, 1966-1967
The Constitution as an Evolving Document, 1967-1970
The Faculty Organization Structure
How Items of Business Are Directed
The Students and College Governance
The Development of the Student Government Association and the Student Disciplinary System
The College Center Board
The Conference on College Governance

The Corporate Administrative Structure

The Community Advisory Committee

The development of a comprehensive concept of institutional governance has been a matter of central importance in the evolution of this institution since its inception in 1964. The decision-making process has been broadened purposely to include the community, trustees, students, faculty, and administration. The objective of the current administration that actively seeks involvement of such diverse groups, all having somewhat overlapping interests, is based upon the assumption that a public institution needs to communicate effectively with its clientele and remain responsive to changing educational needs. In this way, decision-making becomes a process of rational discussion, interaction, and consensus.

A Community Advisory Committee was organized in 1967 with five subcommittees for curriculum, foundation support, scholarship, public information, and community cultural programs. These committees, made up of community representatives, trustees, and administrators, meet several times a year to discuss the progress of the College and to make recommendations for its improvement; they may also initiate projects leading to the expansion of educational services to the student. The College utilizes a number of ad hoc advisory committees, e.g.,

nursing, engineering technologies, business management, etc., to provide communication between business, industry, and other institutions and the appropriate divisions within the College. These committees have been instrumental in recommending expansion of programs in several occupational fields and in improving existing programs.

The actual governance of the College is vested in varying degrees in seven groups: The Legislature, the Pennsylvania Department of Education, the Delegate Body of the twenty-two school districts, the Board of Trustees, the administration, the faculty, and the students. Each of these groups performs functions that comprehend discrete and overlapping areas of responsibility.

Two of these groups, the Legislature and the Delegate Body, operate outside the College structure but exercise important powers which delineate the functions of the governing groups within the College itself.

The Legislature of The Commonwealth

The Assembly of the Commonwealth of Pennsylvania is the legal master of all public education, including community colleges, within the Commonwealth. The Legislature authorized the establishment and operation of public community colleges in Public Law 484, 1963, as amended. The Legislature also controls these institutions through the appropriation of state funds for operating and capital purposes. This legal basis was further extended by the State Board of Education through the Department of Education when it approved rules and regulations for the establishment and operation of community colleges in 1965. This College, as well as the other eleven public community colleges in the state, continues to function within the framework erected by the Legislature and the State Board of Education. The executive branch of state government, through the Department of Education, has widespread influence over the activities of the College through such functions as the annual audit, approval of buildings, authorization of operating and capital funds, and leadership and advice in such areas as student services, curriculum, guidance, and research.

The Delegate Body of Supporting Districts

The College is the legal creature of the Legislature, but it exists as an adjunct to the twenty-two public school districts in Dauphin,

Cumberland, and Perry counties. The school districts provide one-third of the annual operating budget and up to fifty percent of the annual capital outlay. Relations between the twenty-two school districts and the Board of Trustees are maintained through the Delegate Body, which is made up of one representative (a school director) elected by each of the respective boards of school directors. This group of twenty-two representatives meets at least twice annually with the Board of Trustees to review operating and capital budgets and to discuss and recommend appropriate changes and improvements in the operation of the institution.

The Board of Trustees

The Board of Trustees, operating outside the channels of internal governance, nevertheless remains the highest level of the internal administrative authority. It is the legally mandated corporate body responsible for the total operation of the College. It assumes legal responsibility for all finances, employment of the president, development and implementation of educational programs, ownership of physical property, and a miscellany of other responsibilities. The primary function of the Board is to develop policy structure within which the College functions. It does not deal with such administrative details as have been assigned to the President. However, it concerns itself with overall supervision of the operation, direction, and development of the institution.

The President

Working in close cooperation with the Board of Trustees is the President of the College, whose position and essential responsibilities have been defined in Public Law 484. The President is the exeuctive officer of the institution, bearing general responsibility for the College's compliance with legal requirements and contracts, for fiscal affairs, the supervision of personnel, and the general development and operation of the College. He is the primary link between the Board of Trustees and the community, the faculty, and the students. Details of the day-to-day operation of the College, as well as recommendations regarding policies and procedures, have been delegated to the three deans, the division chairmen, the faculty, and the students. It is the belief of this administration that the President should provide leadership for the College and that he should stimulate the faculty to assume broad professional responsibilities concerning the direction and growth of the institution.

Since the President has asked that decision and policy formation be achieved by consensus, it is extremely important to understand the processes by which agreement is obtained and the manner in which final recommendations are presented to him.

The Process of Internal Decision-Making

Internal governance is accomplished by the interaction of the various groups within the College. This interaction takes place through a formal process by which written proposals move from initiator to trustees through established procedural lines. To facilitate this movement, constant communication between all the groups and persons concerned with a particular proposal must be maintained. It is essential that each party have an opportunity to present his views before the proposed policy will be approved by the President of the College. This allows each administrator, faculty member, and student to offer his particular viewpoint on any subject and receive a hearing from a policy-making group. Within the administration there are three levels at which decisions and policies are formed and the decision-making process is implemented, namely, the Administrative Committee, the Deans, and the Division Chairmen.

The Administrative Committee

The primary function of the Administrative Committee is to write statements on policy or to devise administrative procedures implementing policy after the Committee has considered all the viewpoints offered by members of the College Community. Each member, President, Dean of Students, Dean of Administration, Dean of Instruction, and Associate Dean of Instruction, presents his view on those policies approved by the Faculty Organization and the Student Government Association. The Administrative Committee decides either to accept or to reject the proposals that have been presented to them. If there is disagreement on any issue, then the matter is referred to the originating agent for revision. Since each item falls within the category of responsibilities delegated to one of the Deans, his recommendation is tantamount to acceptance, revision, or rejection.

The Deans

The three Deans are the central figures in the policy-making process. They advise and work with the committees and Council of the Faculty Organization in order to develop viable policies. Also a Dean may

submit proposals directly to the President without consulting his fellow Deans or the Faculty Organization. Depending on the nature of the item, it may then be referred to one of the governing branches for further study or it may be accepted immediately for presentation to the Board of Trustees. In addition, the Deans advise student groups on how to write and present recommendations on policy.

The Deans are also responsible for implementing policies and making them function efficiently and effectively. The Dean of Instruction is particularly charged with transmitting to division chairmen the decisions and policies approved by the Board of Trustees. This is usually accomplished in a weekly meeting so that together they devise general guidelines as well as specific procedures for implementing each policy. But, of course, each division chairman must consult and work with each Dean individually in order to make every phase of the administrative procedure work smoothly. The Dean of Students is most influential with students. He keeps in touch with student leaders, advises them of college policy, and in turn relates their ideas to the administration and faculty. The Dean of Administration exerts influence at all levels of governance whether at the administrative, faculty, or student level.

The Division Chairmen

The Chairmen not only administer policies initiated and approved elsewhere but also have the power to make those decisions necessary to facilitate the everyday operations of the Division. The Chairman and the Faculty discuss problems in division meetings, but the Chairman is not responsible to the Faculty before making a final decision. However, he usually searches out their opinions and often uses them as a basis for the formation of the division's operating procedure or for the submission of recommendations to either a Dean or the Faculty Organization. One area in which agreement is sought is that of course and curriculum development. After a course is devised, it is discussed in the division meeting. If agreed to, the chairman signs it and submits it to the Faculty Organization. However, if the division chairman refuses to give it his support, the proposal does not proceed any further.

The Faculty Organization/Council in College Governance

The Faculty Association, 1965-1966

In February 1965, during the first year of the College's operation, several faculty members undertook to organize the Faculty Association for the express purpose of providing "... a faculty force as well as the parliamentary mechanism for taking action on and recording faculty opinion on items of mutual professional and personal interest to the members." The qualifications for membership in the Association and the organization's logical position in the governance of the College were not initially determined, so until the spring of 1966 the position of the Faculty Association in the College seemed both anomalous and ineffective to its members.

Apparently the members did not believe that their organization in its existing form could become a serious contributor to the decision-making processes of the College. The effective powers of College governance were vested in the President, the several deans, the area-coordinators, and the faculty committees serving as subordinate agencies to the Academic Council, of which the President of the College was chairman. In March 1966, members of the Faculty Association sought to resolve the questions of membership in the Association and the Association's capacity to develop for itself a place in the evolving structure of College governance. The Association, therefore, considered proposals for revision of its *Bylaws* and provision for a Faculty Council/Senate that would serve as the faculty's voice in College affairs.

The specific objectives were stated as follows:

> They (the proposals) are intended to achieve:
>
> 1. A more effective means of communication between administration and faculty. The faculty must be able to inform the administration of its ideas and views of College policy and, by the same token, it should know the rationale behind administration decisions. The simple mechanics of transmitting information also need to be improved....
>
> 2. A greater role for the faculty in the decision-making process in those areas which directly concern instruction. Such a move would not endanger the efficiency of the College nor invade the proper responsibilities of the administration but would broaden the base of decision-making to include more ideas and more fresh insight into the College's problems....

The proposed new structure that would replace the Faculty Association provided for a Faculty Council/Senate, the Council to be comprised of all teaching faculty, and full membership to be accorded only to those professional employees who taught at least twelve hours per week. The proposed Senate was described as the executive committee of the Faculty Council, consisting of the officers of the Faculty Council, the chairmen of the standing committees, and the immediate past president of the Faculty Council. In addition, the proposed constitution provided for the creation of standing and special committees by the Senate, under whose immediate supervision the committees would function.

Though the committee that was charged to consider the proposals for revision of the Faculty Association's *Bylaws* made no immediate recommendations for changes in that document, it did make recommendations for a committee structure and the flow of recommendations from faculty through administration to the Board of Trustees. The committee recommended for immediate adoption 1) the election of representatives by divisions to constitute a Faculty Personnel Committee that would make recommendations to the President of the College on personnel and the staffing of faculty committees; 2) that faculty committees receive charges from and make recommendations to the Faculty Council/Senate; and 3) that the Faculty Senate speak for the Faculty Council before the Academic Council and address the President of the College in the Faculty's behalf.

The Faculty Association elected a Faculty Personnel Committee, the first step toward establishment of the Faculty Council/Senate, but the plan was not implemented, and the faculty committees appointed by the Dean of Instruction were continued instead throughout the 1966-1967 academic year.

The Accreditation of the College and College Governance, 1966-1967

The principal thrust of administration and faculty committee efforts during the first semester of the 1966-1967 academic year was the preparation of papers on self-appraisal. The College was anticipating the visit by the Evaluating Team sent by the Middle States Association of Colleges and Secondary Schools (January 29 - February 1,1967). The favorable report of the Evaluation Team in the spring of 1967 resulted in the College's initial accreditation for a period of five years.

In its report, the Evaluation Team of Middle States... commented as follows under the sub-title, *Organization and Administration:*

> ...it is now time for the faculty to recognize that the institution is firmly established and efforts must now be directed toward developing maturity and institutional sophistication rather than 'getting launched.' It is with this in mind that the team submits the following recommendations for the faculty's consideration:
>
> 1. The Faculty should recognize its responsibility and prerogative in the policy-making process of the institution.
> 2. The structure of the faculty organization should be changed, from its present committee structure without responsibility to the faculty as a body, to a central faculty organization with a committee structure responsible to the entire faculty.

The entire College community received enormous psychological impetus from the Evaluation Team's report; on the matter of the faculty's position in the College governance, both the administration and faculty initiated work on a Faculty Organization/Council, essentially similar to the proposal made in the spring of 1966 but providing for complete faculty control of its own organization and the committee structure for which it is responsible. Thus the Faculty Organization/Council has become the agency by which the faculty may contribute to the decision-making process in establishing College policy, for its *Constitution* has received approval by formal resolution of the Board of Trustees (July 1968).

The Constitution as An Evolving Document, 1967-1970

The *Constitution* as adopted by the Board of Trustees remains the basis on which the Faculty functions as the College's third estate.

Efforts have been made to encourage the Student Government Association to set up student committees corresponding to those in the Faculty Organization such as Admissions and Academic Standing, Curriculum and Instruction, Faculty-Student Affairs, Student Affairs, etc., but establishing and staffing such committees that could meet with their counterparts in the Faculty Organization has not been accomplished by the students. In the spring of 1969, proposals were made to empower the several faculty committees to appoint students to serve as members with full voting privileges, equal to those of the Faculty members; another proposal would have substituted a student-faculty-administration council for the Faculty Organization/Council's Curriculum and Instruction Committee. The

Council rejected both of these proposals, noting that membership in the Faculty Organization/Council is fixed by constitutional provision, supported by the Board of Trustees. It was patently impossible for the Council to grant voting privileges to students on faculty committees when members of administration are specifically barred from full voting membership in the Faculty Organization/Council.

In August 1969, representatives of trustees, administrators, students, and faculty met to consider the means of meeting problems similar to those resulting from the campus unrest (November-December, 1968). At present the Faculty Organization shares in these exploratory discussions to ascertain in what ways the College can meet the larger issues of College governance and how current efforts by students, faculty, and administration may be fruitful in providing new approaches to the exercise of authority in the College community.

The Faculty Organization/Council is now pursuing a twofold approach to the problems of College governance and its particular functions in the governing process:

1. It has established an ad hoc committee on review and revision of the *Constitution* of the Faculty Organization/Council. This committee is charged with completing its task and making its recommendations at the conclusion of the first semester of the current academic year, 1969-1970.
2. It is participating in the dialogue, now being sponsored by the Dean of Students, seeking to determine whether or not the present organizations such as the Student Government Association, the Faculty Organization/Council, and the Administrative Committee should be superseded by a Council composed of representatives from all three groups, answerable only to the President of the College and the Board of Trustees.

It is worth noting that within the current semester the Faculty Organization/Council will be prepared to take action in both these areas, first in the updating of its own charter in light of changing conditions on campus, and second, in the transfer of powers now vested by the Trustees in the Faculty Organization/Council to a broadly representative body such as is suggested in item 2, immediately above. In the latter case, the Faculty Organization/Council will have to suggest changes in its own structure and secure the Trustees' approval before such changes can be effected.

The Faculty Organization Structure

The Faculty Organization flow chart indicates the lines of correspondence between Administration, Student Government Association, and the Faculty Organization/Council: the explanatory notes on the flow chart simply enlarge on the relationships that the chart presents graphically. It is important, nevertheless, to stress several facts that in graphic form may not, perhaps, be emphasized sufficiently:

1. Any member of the Trustees, Administration, Faculty, or Student body may communicate by letter or appear before any committee of the Faculty Organization, before the Faculty Council, or before the Faculty Organization and, within the rules, ask for and receive a hearing.
2. Proposals for consideration by the Faculty Organization may orginate anywhere within the College and be directed to the Faculty Council or the Steering Committee for appropriate consideration.
3. The Faculty Organization/Council communicates its decisions in writing to the President of the College, who will answer in writing, responding in behalf of the Administration, or he may designate a member of the Administration to respond in his behalf.

As the Faculty Organization/Council looks within, it sees as its primary obligation to its membership the careful expression of the faculty members' views on matters of College concern; these matters range from the level of policy to the level of action, i. e., the implementation of policies that have been adopted. It is important, therefore, that the Faculty Organization/Council should not become so cumbersome that it should lose direct association with the faculty members for whom it is designed to speak.

Since the College has increased steadily the number of students whom it serves, the faculty has been increased commensurately; the sheer numbers of students and teachers tend to introduce to the campus the feeling of isolation of the individual person, even anonymity, which the Faculty Organization seeks to counter in part by having each full-time professional teacher on the staff participate in the work of at least one committee. At this level, each member of the teaching staff can contribute actively to the work of the Faculty Organization. It is at this point that the Faculty Organization/Council

has discovered its best and most reliable talent, capable of accepting the offices and discharging the duties of the Organization at the highest levels. Thus, all members of the College community have access to the resources of the Faculty Organization/Council, which seeks to use most effectively in behalf of the College the full talents of the faculty members who comprise the Faculty Organization itself.

The Faculty Organization meets at least twice each semester, though special meetings may be called according to constitutional provisions. The Faculty Council meets weekly to discharge the ordinary business of the Organization.

The Faculty Council consists of its three officers (President, Vice-President, and Secretary), six delegates elected at large, and two delegates elected by qualified professional personnel employed in each of the several divisions; the professional personnel employed in the Office of the Dean of Students have the status of a division and elect two representatives. The total membership of the Council is twenty-five in the 1969-1970 academic year. To avoid imbalance on the Council, the representation from any single division is limited by constitutional provision to no more than one-fourth of the total number of members on the Council.

According to the rules adopted by the Faculty Organization, the agenda for meetings of both the Faculty Organization and the Faculty Council are drawn up by the President in cooperation with committee chairmen, the Steering Committee, and others who may wish to attend meetings at which items of agenda are identified and prepared for subsequent meetings. In practice, the Steering Committee assumes responsibility for actual preparation and publication of the agenda, though all members of Faculty and Administration may present items for inclusion if they wish.

The Steering Committee of the Council functions as the President's cabinet. It consists of the three officers and two members of the Council elected by the Faculty Council, and it serves for one academic year. In addition to preparing and publishing agenda for the meetings, it assigns routine items to appropriate committees and informs the Council of its action; it may also present to the Council its recommendations on specific items in the agenda.

The President, of course, coordinates the activities of the members. The Vice-President prepares the papers describing Faculty Council action for submission to the President of the College. The Secretary maintains all records, prepares all copy for the *Agenda* and the *Minutes,*

and directs the distribution of these and other papers to the members of the Faculty Organization. A fourth member of the Steering Committee prepares charges that are issued to the several committees and follows their progress until their return to the Faculty Council with written record of the committee's action. The fifth member of the Steering Committee maintains throughout the semester an index of Faculty Organization and Council *Minutes* and publishes this index twice a year. By this specific assignment of administrative duties, the Steering Committee has been able in the past to facilitate the business of the Faculty Organization and to do so with minimal delay.

The standing committees of the Faculty Council are organized on a divisional or non-divisional basis, the nature of its duties determining in large measure whether a committee is composed of representatives from all divisions or not. For example, all divisions are represented on the Curriculum and Instruction Committee, but neither the Faculty-Student Services Committee nor the Social and Ceremonial Committee need be staffed by at least one representative from each division.

The charge for each standing committee is published in the *Faculty Handbook* (pp. 10-14), so the general area of authority in which a committee is expected to function is known to all members of the Faculty Organization. Normally, the Steering Committee directs specific charges to the several committees, though the charges themselves, before their assignment by the Steering Committee or the Faculty Council itself, may originate anywhere in the College community.

The personnel of each standing committee is appointed by the Steering Committee, subject to the approval of the Faculty Council. Before the Steering Committee will appoint members of the faculty to committees, however, it will first canvass all members to determine their preferences on committee assignments. New members of the faculty are usually assigned by the Steering Committee to the standing committees in August, to serve until the annual process of reassignment begins in December, since members of standing committees serve for the calendar, not the academic, year.

The Faculty Council publishes a schedule of meetings for the entire Faculty Organization structure to obviate difficulties about hours for meetings. Thus the Organization is not confronted during the year with problems of a scheduling or housekeeping nature.

How Items of Business Are Directed

To demonstrate how the Faculty Council conducts business, let us assume that 1) the Dean of Instruction wishes to institute new courses in the several existing curricula; or 2) the Student Government Association proposes an alteration of the A. A. degree requirements; or 3) the Faculty Personnel Policies Committee wishes to amend existing College policy on tenure; or 4) a student wishes the Faculty to share its prescribed parking area; or 5) a faculty member seeks changes in the Library's hours. The proposals, no matter what their origin in the College community or at what point in the Faculty Organization they may have been introduced, will be assigned by the Steering Committee to the appropriate standing committees in order to give the items official identification. The Steering Committee will then notify the Faculty Council of its action; for the items listed above, the probable assignments would be, respectively: 1) Curriculum and Instruction Committee; 2) Admissions and Academic Standing Committee; 3) Faculty Personnel Policies Committee; 4) Faculty-Student Services Committee; and 5) Library Committee. The written charge sent to each committee will require committee action with written, specific recommendation by the committee to the Faculty Council.

If the matter should be of such importance that the Council deems it worthy of attention by the Faculty Organization, the Council may require a meeting of the Faculty Organization to determine final action thereon.

A written statement of Faculty Organization action, over the signatures of the President and the Secretary, is then presented to the President of the College, who is required to respond to each such communication. If the matter requires consideration and action by the Board of Trustees, it is presented to the Board by the President of the College.

The Students and College Governance

The Development of The Student Government Association And The Student Disciplinary System

Student involvement in campus governance centers directly or indirectly upon the Student Government Association. From its inception, the Student Government Association has been actively

involved in campus governance, but only since 1968 can we say that it has been directly involved in making decisions which have broader implications than did those of The Student Government Association during the first three years of the College's operation.

In the early years, the Student Government Association was involved in campus affairs to the extent that it was concerned primarily with one phase of campus life: student activities and social life. Even so, many of the Assocition's decisions indirectly involved other areas of concern; for example, decisions regarding hours for dances and security for the same directly affected the Dean of Administration's area of responsibility. From the beginning, working in conjunction with the Dean of Students, the Student Government Association began to form policy governing social activities, and it thereby set up the framework for regulating student groups. In addition, the Inter-Club Council made up of representatives of each club on campus, was established to oversee the activities of clubs; the Interfraternity Council was established to serve a similar function for social fraternities and sororities. Each group has representation in the Student Government Association, but the Association has only budgetary control over the Inter-Club Council.

The first constitution of the Student Government Association provided for a student court, which was replaced later by a Student-Faculty Disciplinary Committee. The Student Government Association appoints student members to this Disciplinary Committee. This committee deals with major disciplinary matters on campus and has the power to suspend, dismiss, or accept a student from the institution.

Insofar as overall campus governance is concerned, the Student Government Association has worked primarily through its standing committees and through ad hoc committees. The Student-Faculty Disciplinary System, for instance, was drafted by a joint student-faculty committee; the student representatives are appointed by the Student Government Association, and the Dean of Students serves in an advisory capacity. The Disciplinary System was approved by the Administration and the Board of Trustees, but only after student representatives were satisfied with it.

The College Center Board

From the time the College Center was opened in July 1968, the College Center Board consisting of five students and three faculty members, has decided the policies that control the operation of the

College Center facilities. Of course, broad guidelines had been set by the Board of Trustees for the use of all College facilities by off-campus groups, but it was the College Center Board which formed policy regarding hours of operation of the Center, the utilization of rooms, etc. The key point here is that the College Center Board is a policy-making body, not an operating committee, whose actions affect all members of the campus community. The student members are appointed by the Student Government Association, the faculty members by the Faculty Council, but they work directly through the Dean of Students to recommend policy to the Administrative Committee, where their policy recommendations have been honored.

Committees, whether made up entirely of students or of a faculty-student combination, are encouraged not to work in isolation; if these committees are considering policy in a dean's area of concern, the practice is to consult the dean to determine what policy is feasible. For example, before establishing the policy regarding use of the College Center for regularly scheduled classes, the College Center Board consulted the Dean of Instruction. Similarly, when the Student Government Association set up a special committee to study the difficulties on student parking, the Association consulted the Dean of Administration, who has overall responsibility for campus parking.

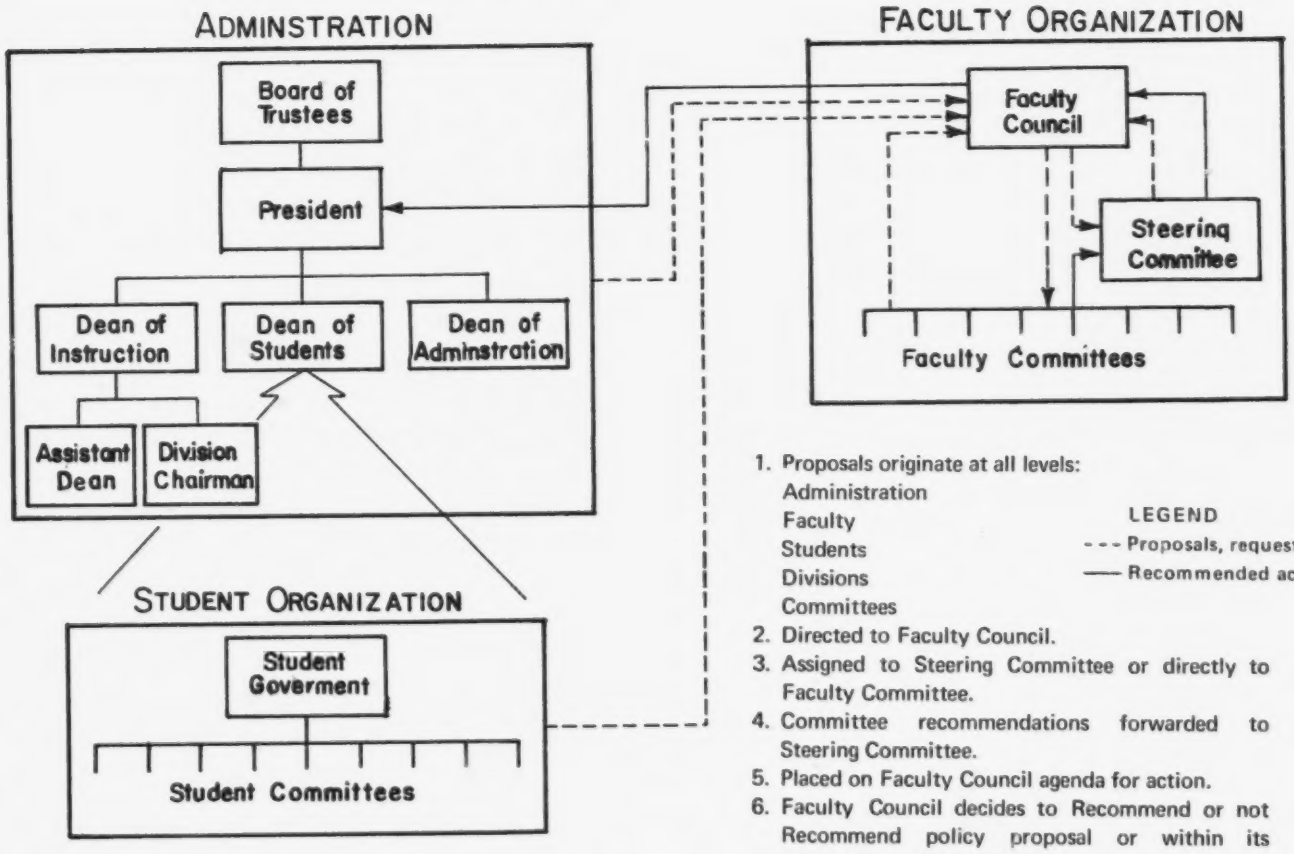
A significant change in both structure and policy was effected in September 1969 by the Student Government Association in its own constitutional document; by referendum it approved 1) the doubling of the number of its senators to reflect the increased size of the student body, and 2) the assigning of constituency of students to each of the senators to assure adequate student representation.

The Conference on College Governance

Recently a conference on College Governance was held; the express purpose of the meeting was to bring together the four elements of the College community to discuss areas of common interest and to clarify the specific roles of each element in the governance of the institution. Out of this conference came a recommendation to form a College Governance Task Force whose major job will be to examine the question of campus governance. Specifically, the Task Force seeks to determine whether a representative group of trustees, administrators, faculty, and students should be established either to govern the campus or to make policy in those areas of concern to all elements of the campus community, as distinct from those areas of exclusive concern to any particular group.

If the preliminary steps taken thus far in student involvement are adequate basis for anticipating a greater role for students in College governance, one may say that, as the institution matures, students will feel encouraged to become involved more seriously in the decision-making process, now that the precedent has been set. The question is: Will it be achieved through ad hoc Student Government Association committees, through standing Student Government Association committees which are formed to parallel those of Faculty Council, or through student representation on a representative campus governing body responsible for setting campus policy? In any event, students will become involved in the decision-making processes to a greater degree than the College has known to this point.

FACULTY ORGANIZATION FLOW CHART



1. Proposals originate at all levels:
   Administration
   Faculty
   Students
   Divisions
   Committees
2. Directed to Faculty Council.
3. Assigned to Steering Committee or directly to Faculty Committee.
4. Committee recommendations forwarded to Steering Committee.
5. Placed on Faculty Council agenda for action.
6. Faculty Council decides to Recommend or not Recommend policy proposal or within its prerogative make active decision.
7. Council recommendations and/or decisions referred to President's office for disposition.

LEGEND
- - - Proposals, requests
—— Recommended action